DOCUMENT RESUME

ED 382 083 HE 028 270

AUTHOR Ottinger, Cecilia; Sikula, Robin
TITLE Women in Higher Education: Where Do We Stand?
INSTITUTION American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.
PUB DATE 93
NOTE 14p.
AVAILABLE FROM American Council on Education, One Dupont Circle, Suite 800, Washington, DC 20036 (single copy $10; 8-issue annual subscription $58).
PUB TYPE Collected Works - Serials (022)
JOURNAL CIT Research Briefs; v4 n2 1993

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Rank (Professional); *College Administration; *College Faculty; Demography; Educational Attainment; Educational Policy; Educational Trends; Employment Patterns; *Equal Education; *Equal Opportunities (Jobs); *Females; Higher Education; Racial Differences; Sex Differences; Sex Discrimination; Women Administrators; *Women Faculty; Womens Education

ABSTRACT

This report analyzes the economic and demographic trends for women over the last decade in terms of their educational attainment, participation in the labor force, and position in academia as students, faculty, and administrators. It found that the number of women who have completed 4 or more years of college has doubled over the last two decades, and that younger women (25 to 34 years old) were just as likely as men to have attained 4 or more years of college. However, women with the same level of education have failed to gain income equality. It also found that although women have a greater presence on college and university faculties, they are concentrated in the lower ranks, they appear less likely to hold tenure, and their salaries lag behind those of their male counterparts. Minority women did not increase their representation on faculties in the 1980s, and at each level of educational administration women of color lagged behind their white counterparts. These trends indicate that women still have a long way to go to be on an equal footing with their male counterparts. (MDM)

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ED 382 083

RESEARCH BRIEFS Volume 4, Number 2 • 1993

Division of Policy Analysis and Research
American Council on Education, Washington, D.C.

Women in Higher Education: Where Do We Stand?

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Division of Policy Analysis and Research
American Council on Education, Washington, D.C.

Women in Higher Education: Where Do We Stand?

Cecilia Ottinger and Robin Sikula

Women are an ever growing force in American society. Today more than half of the U.S. population is women. Women are making steady gains in the worlds of politics, business and in other realms of social and economic power. Yet, have these gains been as pervasive and significant as we are led to believe? In this research brief we focus on the status of women in higher education. We analyze economic and demographic trends for women in the U.S. over the last decade in terms of their educational attainment and participation in the labor force, and review the positions women hold within academe as students, faculty members, and administrators. The key question is whether women have made significant gains in the workforce, especially in academe, during the last decade. If so, how can we measure these gains and use this data in implementing academic policy?

HIGHLIGHTS AND IMPLICATIONS

- Women have made great strides in attaining a college education; over the past two decades, the percentage of women who have completed four or more years of college doubled. However, women of color lag behind their white counterparts.
- In 1991, younger women (25 to 34 years old) were just as likely as men of the same age group to have attained four or more years of college; however, women with the same level of education as men have failed to gain income equality. Inequities in the salaries of women in society must be addressed with vigor.
- From the mid-1970s to the early 1990s, the number of older women (35 years and older) enrolled in college tripled.
- In the 1980s women increased their participation in the labor force. Women are expected to have an even larger share of the labor force by 2005. However, they still appear to be employed mainly in typically female occupations and making only slight gains in nontraditional fields such as engineering.
- Although women have a greater presence on college and university faculties, they are concentrated in the lower ranks, and appear less likely to hold tenure. Moreover, their salaries lag behind those of their male counterparts.
- Minority women did not increase their representation on faculties in the 1980s. Their share of full-time faculty positions at college and universities held steady over the past decade. Review of institutional hiring and tenure policies for the differential impact on women and people of color is indicated.
- At each stage of the educational pipeline women of color lag behind their white counterparts. The leadership of colleges and universities should view diversity as very important. Additional efforts to increase the number of women of color as students, faculty and administrators are critical to building diverse institutions for the future of the women themselves and the country as a whole.

Cecilia Ottinger was formerly the Assistant Director of the Division of Policy Analysis and Research at the American Council on Education (ACE) and Editor of the ACE Research Brief Series. Robin Sikula was formerly a Research Assistant in the Division of Policy Analysis and Research at ACE.

Women in U.S. Society—A Demographic and Economic Profile

In this section of the report we review and analyze several factors related to women's status in American society generally. Several key questions guide this overview:

- What proportion of today's U.S. population is made up of women and what proportion is projected in the near future?
- What key trends are evident about women in the college-age population? Do these trends differ by race/ethnicity?
- Have adult women increased their levels of education over the decade?
- Where do women stand in the labor force in terms of their participation rate, income, and share of key occupational groups?

POPULATION

Since 1960, women have made up the majority of the U.S. population.

- In 1992, the U.S. population was estimated at 255 million, with women constituting 51 percent (131 million). This share is projected to hold steady through 2002.
- In 1992, women comprised slightly more than half (51 percent) of the nation's college-age population (18- to 24-year-olds), or 12.7 million out of 25.9 million (table 1).
- During the decade 1982 to 1992, the overall number of women in the college-age population dropped by 15 percent (from 14.8 million to 12.7 million).
  - —Women in this age group experienced a significantly larger decrease than their male counterparts, who had a 6 percent decline.
- Between 1992 and 2002, the number of 18-to-24-year-old women is expected to increase by 5 percent; the number of men in that age group is expected to increase by 4 percent.
- However, during the period 1992 to 2002, the racial/ethnic distribution of this age group will change, with the proportion of whites holding steady and the proportion of most people of color increasing.
  - —For example, from 1992 to 2002, the number of white 18-to 24-year-old women and men is expected to increase slightly, by 2 percent; by comparison, the number of Hispanic college-age men is projected to increase by 12 percent while the number of their female counterparts will increase by 20 percent.

Table 1

18-to-24-Year-Old Population, by Race/Ethnicity and Sex
(numbers in millions)*

		Projections		% change
	1982	1992	2002	1992 to 2002
Total	28.8	25.9	27.0	4%
Men	14.1	13.2	13.7	4%
Women	14.8	12.7	13.3	5%
White	24.2	20.9	21.3	2%
Men	11.9	10.7	10.9	2%
Women	12.3	10.2	10.4	2%
African American	3.9	3.8	4.0	5%
Men	1.8	1.9	2.0	5%
Women	2.1	1.9	2.1	11%
Hispanic	2.0	3.2	3.7	16%
Men	.9	1.7	1.9	12%
Women	1.1	1.5	1.8	20%
American Indian	NA	.3	.3	0%
Men	NA	.2	.1	-50%
Women	NA	.1	.2	100%
Asian/Pacific Islander	NA	1.0	1.4	40%
Men	NA	.5	.7	40%
Women	NA	.5	.7	40%

*Numbers may not add due to rounding.

Sources: U.S. Bureau of the Census Current Population Reports, P-25-1092, *Population Projections of the United States, by Age, Sex, Race, and Hispanic Origin 1992 to 2050.*

Deborah J. Carter and Reginald Wilson, *Eleventh Annual Status Report Minorities in Higher Education*, (1992), American Council on Education, January 1993.

EDUCATIONAL ATTAINMENT

- In 1991, almost equal proportions of adult men and women 25 years and older had attained a high school diploma (79 percent and 78 percent, respectively) (Census, 1993).
- During the decade 1981 to 1991, the proportion of women in the adult population who had a high school diploma increased from 69 percent to 78 percent.
- In 1991, almost equal shares of women and men (19 percent and 18 percent, respectively) had finished between one to three years of college.

However, men were more likely to have attained four or more years of college than their female counterparts.

- In 1991, 19 percent of women in the adult population had completed four years or more of college, compared with 24 percent of men.

Nevertheless, women have made remarkable strides in attaining higher education. Over the past two decades, the percentage of women age 25 and older completing four or more years of college has more than doubled.

The pattern of educational attainment among young adults is quite different, with women just as likely as men to have completed four or more years of college. In 1991, 24 percent of 25-to-34-year-olds had finished four or more years of college, regardless of gender.

Educational attainment is lower for adult women of color than for white women of the same age group.

- In 1991, 19 percent of white women had completed four or more years of college; while only 12 percent of African-American women and 9 percent of Hispanic women had done so (Census Bureau, 1992).

Still, compared with 1981, these figures represent gains for women of all racial/ethnic groups.

- In 1981, the proportion of women age 25 and older who had completed four or more years of college was: 14 percent of white women; 8 percent of African American women; and 6 percent of Hispanic women.

LABOR FORCE PARTICIPATION

The participation of women in the labor force also has grown slightly over the last decade. This is true in both the percentage of the female population that is employed (i.e., the participation rate) and in the overall share of the labor force that is female.

- In 1992, the civilian labor force totaled 127 million persons, 45 percent of whom were women. In 1980, women constituted 43 percent of the 110 million persons in the nation's labor force.
- The labor force participation rate of men still remains well above that of women; however, the gap has narrowed somewhat. In 1992, the labor force participation rates for women and men were 57 percent and 77 percent, respectively.
- By 2000, the participation rate of men is expected to hold steady, but among women, it is projected to reach 62 percent.

Labor force participation has increased among adult women (25 years and older) of all racial/ethnic groups.

- Fifty-seven percent of white women participated in the labor force in 1992, up from 50 percent in 1982 (Bureau of Labor Statistics, 1993).
- Between 1980 and 1991, the labor force participation rate of African American women rose from 55 percent to 60 percent.
- Hispanic women traditionally have had a much lower participation rate than other women. In 1982, 47 percent of Hispanic women participated in the labor market, but since then their participation has increased, to 53 percent in 1992.

INCOME

Year-round full-time female workers continue to have median earnings well below those of men with comparable educational attainments.

- In 1991, adult male (25 years and older) year-round full-time workers with a high school education or equivalent had a median income of $26,218, compared with $18,042 for their female counterparts (table 2).
- In 1991, women with a college education earned about 31 percent less than their male counterparts.
- However, the gap has narrowed somewhat since 1986, when women with a bachelor's degree made about 35 percent less than males with the same level of education ($22,412 versus $34,391).

OCCUPATIONAL GROUPS

- Women in the labor force hold a greater share of technical, sales, and administrative support jobs than men. In 1991, women held 65 percent of these positions, the same proportion as in 1983, versus 35 percent for men.

The technical, sales, and administrative category includes positions such as dental hygienist, clinical laboratory technician, and engineering technician. Within these occupational fields, women are predominant in the health fields, where they constituted 83 percent of workers in 1991.

- Women have increased their representation in executive, administrative, and managerial occupations. Four in ten (41 percent) such positions were filled by women in 1991, compared with only one in three (32 percent) in 1983.
- The share of women in professional speciality occupations (e.g., architects, nurses, therapists) also rose somewhat between 1983 and 1991, from 48 percent to 52 percent.
- However, more than half of the women employed in professional speciality jobs are teachers or work in health-related fields (60 percent).

Table 2

1991 Median Earnings of Adult* Full-Time Year-Round Workers, by Educational Attainment, Sex, and Race/Ethnicity

	High School Graduate	Some College	Associate Degree	Bachelor's Degree	Bachelor's Degree or more
All males	**$26,218**	**$31,034**	**$32,221**	**$39,894**	**$42,367**
White	26,790	31,525	32,849	40,624	43,689
African American	20,731	25,470	27,887	31,032	34,342
Hispanic[1]	21,690	27,253	30,026	32,972	36,132
All females	**$18,042**	**$21,328**	**$23,862**	**$27,654**	**$30,393**
White	18,252	21,506	24,519	27,840	30,526
African American	16,957	20,510	20,913	26,333	28,132
Hispanic	17,161	21,257	24,306	25,699	27,215

*Persons 25 years old and over

1. Hispanics may be of any race.

Source: U.S. Bureau of the Census, Current Population Reports, Series P-60, No. 180, *Money Income of Households, Families and Persons in the United States: 1991*, Washington, DC: U.S. Government Printing Office, 1992.

- Between 1983 to 1991, women made only slight gains in their share of employment in traditionally male-dominated fields such as engineering (from 6 percent to 8 percent).

Women in Higher Education

Education traditionally has been the key to gaining a better position within society for America's disenfrancished groups. In this section of the brief, we review the status of women as students, faculty, and administrators within the higher education enterprise. We ask:

- What are and have been the high school completion rates for women?
- Are more women participating and enrolling in college?
- What are the trends in earned degrees among women?
- What are the key trends that are evident for women's employment as faculty and administrators in academe?

HIGH SCHOOL COMPLETION

Overall, since the 1970s, college-age women (18-to-24 year olds) of all racial/ethnic backgrounds have completed high school at higher rates than their male counterparts (table 3).

- The gender gap in completing high school was greatest between Hispanic men and women.
  - In 1991, 57 percent of 18-to-24-year-old Hispanic women had graduated from high school or its equivalent, while less than half of their male counterparts had done so.
- However, in the 1980s, college age Hispanic women lost ground in terms of completing high school in 1981, 61 percent had completed high school.

COLLEGE PARTICIPATION

- College-age women (18-to-24-year-olds) greatly increased their college participation rates in the 1980s: in 1981, 30 percent of 18-to-24-year-old women who were high school graduates had enrolled in college, compared with 41 percent in 1991 (Carter and Wilson, 1993).
- College participation increased at a lesser rate among male high school graduates than for women during this period (from 35 percent to 42 percent between 1981 and 1991).

In a comparison of college participation rates by race/ethnicity, almost no distinction existed between women and men in 1991 (with the exception of Hispanics).

- In 1991, 29 percent of 18-to-24-year-old Hispanic male high school graduates had enrolled in college, compared with 39 percent of their female counterparts.

However, 18-to-24-year-old women of color who were high school graduates were less likely to be enrolled in college than their white counterparts.

- For example, in 1991, 31 percent of 18-to-24-year-old African American women were enrolled in college, compared with 42 percent of white women.

Table 3

High School Completion Rates* of 18- to 24-Year-Olds, by Sex, Race/Ethnicity

	Selected Year		
	1971	1981	1991
All Races			
Men	78%	78%	79%
Women	80%	82%	83%
White			
Men	81%	80%	79%
Women	82%	84%	78%
African American			
Men	58%	67%	72%
Women	66%	75%	78%
Hispanic			
Men	na	50%	48%
Women	na	61%	57%

*The high school completion rate shows the percent of the total 18-to-24 year old population that earned either a high school diploma or an equivalency such as a General Education diploma (GED).

Source: Deborah J. Carter and Reginald Wilson. *Minorities in Higher Education, 1992: Eleventh Annual Status Report.* American Council on Education: Office of Minorities in Higher Education, January 1993.

- Furthermore, for women of color the gap has widened due to the larger proportional gains among white women during the last decade. In 1981, 28 percent of African-American women in this age group had enrolled in college, compared with 31 percent of white women.

Enrollment

- In 1991, 7.8 million women were enrolled in institutions of higher education, a 27 percent increase from 6.2 million in 1980.
- Since 1979, women have comprised more than half of all students enrolled at colleges and universities. Since that year, their share of college enrollment has continued to increase; in 1990, women represented 55 percent of the nation's 14.1 million college students.
- In 1990, women comprised an even greater percentage of the students at two-year institutions—57 percent. At four-year institutions, 53 percent of students were women.

ATTENDANCE STATUS

Women comprise the majority of students attending college part-time.

- In 1990, women comprised nearly three in five part-time students (59 percent) compared with 52 percent of full-time students.
- At two-year colleges, the number of women enrolled part time rose by 29 percent between 1980 and 1990 from 1.5 million to 1.9 million.
- Moderate differences in part-time attendance were found between men and women of most racial/ethnic groups (O'Brien, 1992).

AGE GROUP

- Enrollment of women age 25 and older has increased steadily over the past 15 years. In 1991, more than four in ten (44 percent) of the 7.6 million women attending college were age 25 or older.

Women over 35 represent the fastest-growing group of college students.

- In 1991, 21 percent of the women enrolled in college were 35 and older, compared with 13 percent of men.
- Between 1975 and 1991, the number of women students age 35 and older nearly tripled, from 614,000 to 1.6 million.
  - By 2003, this figure is projected to reach 2.1 million, or 25 percent of all women enrolled in higher education.

Earned Degrees

ASSOCIATE DEGREES

- In 1990, women earned 58 percent of all associate degrees, up from 54 percent ten years earlier.
- Nearly six in ten (57 percent) of the 264,000 associate degrees earned by women in 1990 were in two fields: 76,000 in liberal/general studies, and 74,000 in business and management.
- Another 56,000 women (21 percent) earned associate degrees in health sciences in 1990.

BACHELOR'S DEGREES

- In 1982, for the first time, women earned more than half of all bachelor's degrees. Their share has increased slightly since then, and in 1990, women earned 53 percent of all bachelor's degrees.
- In 1990, women received 558,169 bachelor's degrees, out of a total of 1,049,657. Compared with the 445,806 bachelor's degrees women earned in 1980, this represents a 25 percent gain.
- In 1990, women of color earned 14 percent of all bachelor's degrees earned by women, a slight increase from 12 percent in 1981 (Carter and Wilson, 1990 and 1992).

- Among all bachelor's degrees conferred on women in 1990, 7 percent went to African Americans and 4 percent went to Asian Americans. Hispanic women accounted for 3 percent of bachelor's degrees awarded; American Indian women, one-half of one percent; and nonresident aliens, 2 percent.
- More than half (54 percent) of all bachelor's degrees earned by women were concentrated in four fields. Business and management accounted for 21 percent; education, 15 percent; and health sciences and social sciences, 9 percent each.
- In 1990, women earned 14 percent of all bachelor's degrees in engineering, up from 10 percent earned in 1981.

In some scientific fields, the number of degrees earned by women is close to parity with men.

- In 1990, a relatively large share (48 percent) of degrees in biological sciences were earned by women.
- However, in the computer and information sciences, women continue to earn a much lower share of bachelor's degrees than men—30 percent versus 70 percent.

MASTER'S DEGREES

Since 1986, women have earned more than half of all degrees conferred at the master's level.

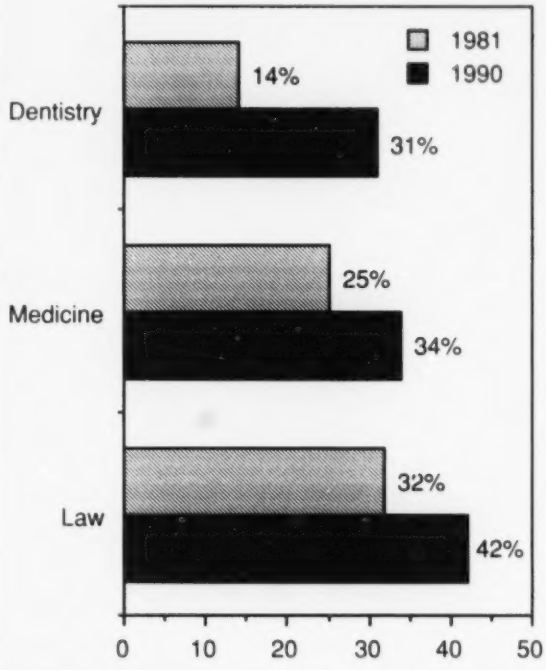
- In 1990, women earned 169,085 master's degrees, or 53 percent of the total; this represented a slight gain from 1981, when women earned half of all master's degrees (148,517).
- In 1990, most of the master's degrees awarded to women were in three fields: education (38 percent), business (15 percent), and health professions (9 percent).
- In the science and engineering fields, women earned two out of five (40 percent) master's degrees conferred in 1990, up from one in three (36 percent) in 1981.
- During the period 1981 to 1990, women of color made no gains in their share of master's degrees awarded (12 percent).

Among racial/ethnic groups, African American women were the only group of women to experience a decline in master's degrees earned between 1981 and 1990.

- In 1981, African American women earned 10,975 master's degrees; in 1990, they earned 9,839 master's degrees (Carter and Wilson, 1992).
- The three most popular fields for master's degrees earned by women of color were education (25 percent), business and management (18 percent), and health sciences (7 percent).

Figure 1

Percent of First-Professional Degrees Earned by Women



Sources: U.S. Department of Education, NCES. "Race/Ethnicity Trends in Degrees Conferred by Institutions of Higher Education: 1978-79 through 1998-89". *1992 Digest of Education Statistics.*

FIRST-PROFESSIONAL DEGREES

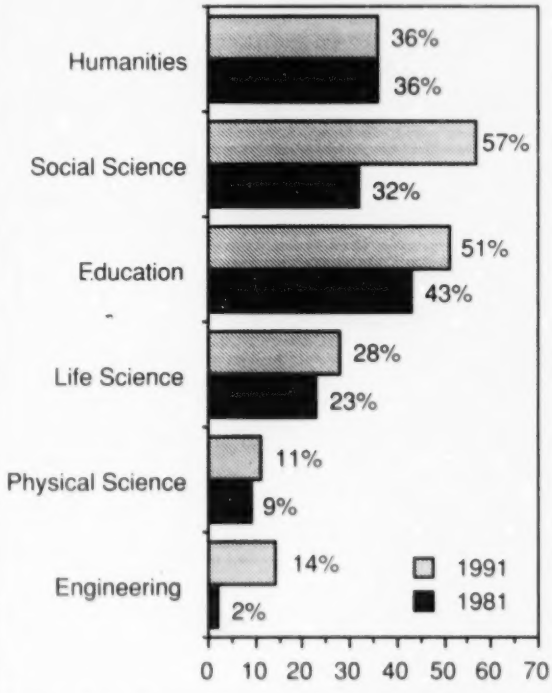
- During the period 1981 to 1990, women significantly increased their share of first-professional degrees.
- Consistently during these years, in each professional field, the number of degrees awarded to women rose and the number of degrees awarded to men fell.
- In 1990, 38 percent of all first-professional degrees went to women , compared with 27 percent in 1981 (figure 1).
- Among first-professional fields, women have come closest to achieving parity with men in law degrees. Forty-two percent of law degrees in 1990 were awarded to women, up from 32 percent in 1981 (figure 1).

Women of all racial/ethnic groups showed gains in law degrees.

- For example, African American women earned 43 percent more law degrees in 1990 than in 1981, while the number of law degrees earned by African American men declined by 16 percent.

Figure 2

Percent of Doctorates Earned by American Women 1981 and 1991, Selected Fields



Source: Paula Ries and D.H. Thurgood. *Summary Report 1991: Doctorate Recipients from United States Universities.* Washington, DC: National Academy Press, 1993.

- Between 1981 and 1990, Hispanic, Asian American, and American Indian women more than doubled the number of law degrees they were awarded.

DOCTORATE DEGREES

In 1991, a total of 24,721 doctorates were awarded to U.S. citizens; women earned 10,836 of these degrees while men earned 13,885 (Ries and Thurgood, 1993).

- During the period 1981 to 1991, the number of Ph.D.'s awarded to American women increased by 25 percent, from 8,701 to 10,836.
  - — In comparison, the number of Ph.D.'s awarded to American men during this period declined by 15 percent, from 16,360 to 13,885.

In 1991, the proportion of women earning doctorates varied considerably by race/ethnicity.

- In 1991, white women comprised the majority of U.S. women earning Ph.D.'s (88 percent).
  - — African American women earned 5 percent; Hispanic women, 3 percent; Asian American women, 3 percent; and Native American women less than 1 percent (.5 percent).
- This distribution changed little, if any, during the decade (1981 to 1991) (Ries and Thurgood, 1993).
- Although women have made considerable gains in earning Ph.D.'s, women of color comprised only 5 percent of all doctorates awarded to U.S. citizens who received doctorates in 1991. This is up only slightly from ten years earlier, when women of color earned 4 percent of Ph.D.'s.
- In 1991, the top three fields for American women earning Ph.D.'s were education, social sciences, and humanities (figure 2).
- In 1991, almost half of African American women (49 percent) earned their doctorates in the field of education.
- In 1991, the majority (57 percent) of American women Ph.D. recipients had employment commitments in academe, as did 58 percent a decade earlier.
- However, today a much smaller proportion of American women doctoral recipients have employment commitments in academe than in the mid-70s. In 1976, 70 percent of women Ph.D. recipients had employment commitments in academe.
- African-American and Hispanic women were more likely to have employment commitments in academe than their white counterparts.
  - — In 1991, 57 percent of American white women had employment commitments in colleges and universities, compared to 70 percent of Hispanic women and 60 percent of African-American women.

Employment of Women in Academe

FULL-TIME FACULTY

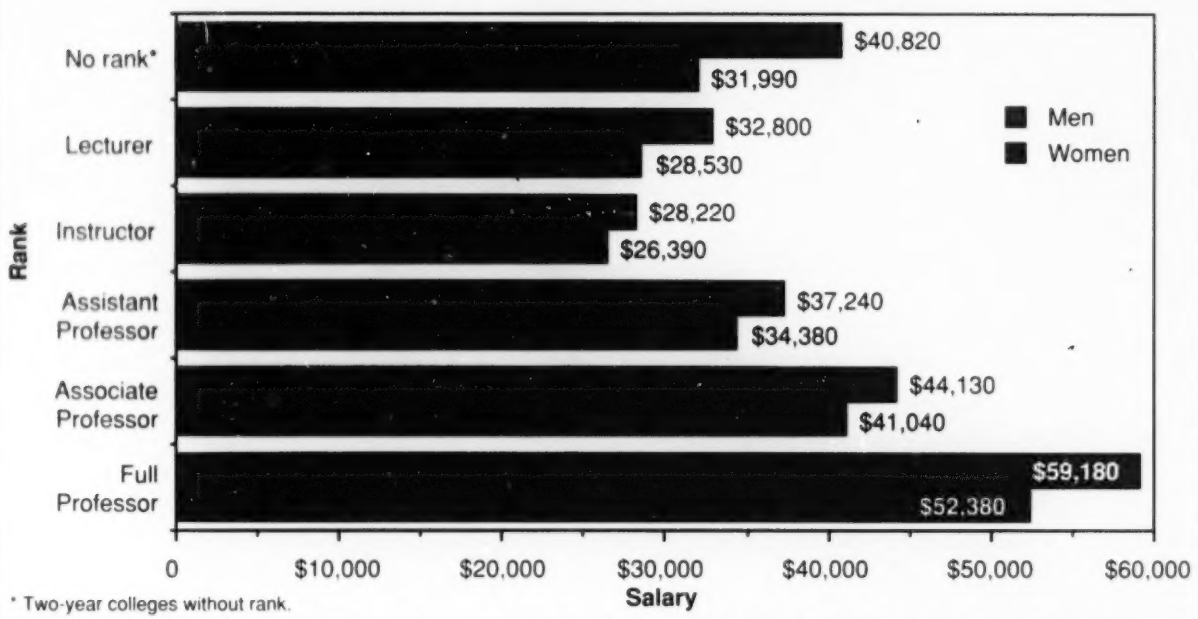
- In 1991, women held 165,294 full-time faculty positions and comprised 32 percent of full-time faculty (Equal Employment Opportunity Commission, 1981 and 1991).
- This represents an increase of almost one-third compared to 1981, when 125,011 women faculty made up 27 percent of all full-time faculty.

Nevertheless, in 1991, women of color overall, represented only 4 percent of all full-time faculty, barely an increase from 3 percent ten years earlier.

- Among full-time women faculty, 22,245 (14 percent) were from racial/ethnic minority groups. Seven percent were African American, 3 percent were Hispanic, 4 percent were Asian American, and less than one-half of one percent were American Indian.
- Representation of women of color in faculty positions has changed only slightly in com-

Figure 3

Average Salaries for Women and Men Faculty, 1991



* Two-year colleges without rank.

Source: American Association of University Professors. *Annual Report on the Economic Status of the Profession, 1991-92.* Washington, DC: AAUP, March 1992.

parison with 1981, when 12 percent of women faculty were from racial/ethnic minority groups.

FACULTY RANK

- Generally, women are found overwhelmingly in the lower ranks of faculty. They comprised 15 percent of full professors, 28 percent of associate professors, 40 percent of assistant professors, and 46 percent of instructors/lecturers in 1991.

Women of color who are full-time faculty members held a very small share of full professor appointments.

- In 1991, only 2 percent of full-time full professor positions were held by women of color. (EEOC, 1991).
- Between 1981 and 1991, the number of women of color who are full-time faculty increased slightly (from 1 percent) at the full professor level.
- In contrast, 7 percent of full-time faculty at the instructor/lecturer level were women of color in 1991, as were 5 percent in 1981.

Women faculty are much less likely to hold tenure than men.

- In 1991, 58 percent of full-time female faculty held tenure, compared to 75 percent of full-time male faculty.

In addition to their higher concentration among the lower faculty ranks, women faculty at all ranks averaged lower average salaries than men in 1991 (figure 3).

- At the rank of full professor, women earned an average salary of $52,380 in 1991, compared to $59,180 for men. The average salary of women assistant professors is $34,380, compared to $37,240 for men.

These salary discrepancies were found at both public and independent institutions.

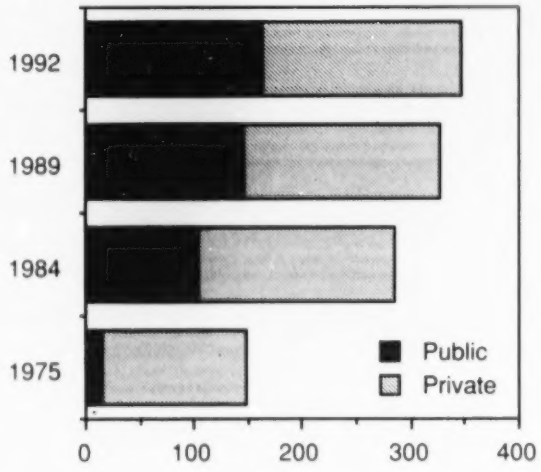
- At public institutions, male full professors had an average salary of $58,200 versus $52,250 for their female counterparts. At independent institutions, men averaged $67,340 versus $57,760 for women.

PART-TIME FACULTY

- In 1991, a total of 274,597 faculty members were employed part-time. Women comprised 45 percent of part-time faculty positions (124,421) while men held 55 percent of them.

Figure 4

Number of Women CEOs of Colleges and Universities*, 1975-1992



* Includes institutions accredited by the six major regional accrediting institutions.

Sources: *Accredited Institutions of Postsecondary Education, 1990-91*, published for the Council on Postsecondary Accreditation by the American Council on Education (ACE), and data bases of ACE's Office of Women in Higher Education.

Over the decade 1981 to 1991, women gained almost as many positions as part-time faculty members as they did as full-time faculty.

- The number of women part-time faculty increased 31 percent between 1981 and 1991; men basically held steady with a 1 percent increase. Overall the number of part-time faculty increased 12 percent during this period.
- In 1991, women of color held 11 percent of all part-time faculty positions filled by women. African Americans comprised 5 percent, Hispanic and Asian American women each held 3 percent, and American Indian women less than one half of 1 percent.

ADMINISTRATORS

- In 1991, four in ten (40 percent) full-time administrators were women. There were 54,959 women administrators in that year, up from 33,901 in 1981 (EEOC, 1981 and 1991).
- Over this ten-year period, the number of women of color administrators more than doubled, from 4,288 to 8,742.
- However, the share of women full-time administrators from racial/ethnic groups increased only slightly, from 4 percent in 1981 to 6 percent in 1991.
- In 1991, white women constituted 84 percent of women in administrative positions. Eleven percent were African Americans, 3 percent were Hispanics, 2 percent were Asian Americans, and less than one-half of one percent were American Indians.

CHIEF EXECUTIVE OFFICERS

The number of women presidents at the nation's colleges and universities has continued a slow and steady rise.

- In 1992, 348 women were chief executive officers of colleges and universities, a 22 percent increase from 286 in 1984.
- In 1975, women held only 5 percent of all CEO positions.
- During the period 1975 - 1992, the number of women CEO's more than doubled (figure 4).
- In 1992, women constituted 12 percent of all CEO's at regionally accredited institutions, nearly the same share they held in 1989 (11 percent).
  - —Slightly more than half (53 percent) of these women headed independent institutions.
- Most of the growth in the number of women college presidents has occurred in the public sector. In 1975, only 16 public institutions were headed by women, by 1992, 164 institutions were led by women.
- In 1992, 50 women CEO's (14 percent) were women of color: 26 were African American, 17 were Hispanic, 5 were American Indian, and 2 were Asian American.

IMPLICATIONS

The trends affecting women appear to indicate women still have a long way to go to be on equal footing with their male counterparts. Despite the gains women have made in their educational attainment, women in U.S. society as well as within academe still are confronted with a glass ceiling. Furthermore, these trends raise several critical questions and issues. What barriers persist in society that continue to preclude women from attaining their full potential in the labor market? What strategies can be developed to address the inequities women face in the economy? What strategic points within the labor market address the allocation of positions?

The needs and issues of Hispanic, African American, American Indian, and Asian American women are different from those of their white counterparts. While women of color have made gains at most levels of education, there are still significant disparities between their educational attainments and those of white females. At each stage of the educational pipeline women of color lag behind

their white counterparts. If the leadership views diversity as critically important to the welfare of individuals, strategies must be developed to increase the educational attainment of women of color. Furthermore, programs should be developed to identify women of color for key positions within the academic community. In addition, there is a specific need to look at institutional policies that impede the educational attainment of people of color. Given the demographic changes in U.S. society it is imperative to meet the educational needs of these ever-growing populations.

Even within the ranks of racial/ethnic women there are gaps. For example, the proportion of Hispanic college-age women graduating from high school and enrolling in college declined in the 1980s while African American women showed some gains. This issue illustrates the need to analyze and review the obstacles that deter Hispanic women from completing high school and entering college. There are several problems which all women face but clearly all women are not experiencing society in the same way.

In addition, the representation of women of color on college and university faculties changed very little during the 1980s. When reviewing and analyzing trends concerning women, we need to be mindful of this and look at these data by race/ethnicity and age as well as sex. Our society is too complex to subsume the needs of racial/ethnic minority women under the general category of women.

The earnings gap remains a key issue for women today and further studies must be conducted on the pay equity issue to determine what barriers preclude women from receiving equitable pay and what are the most effective mechanisms for addressing equitable compensation.

The leadership of colleges and universities also need to address the issue of how to increase the number of women in senior faculty positions as well as how to improve the tenure rate for women.

It appears that women are gaining disproportionately in part-time and non-tenure track positions, which give little opportunity for upward mobility within academe. For those women who aspire to full-time tenured positions, colleges and universities need to find out how best to use these already available human resources.

Furthermore, efforts must be made to increase the number of all women and women of color in administrative positions, and to develop and identify leadership programs that prepare all qualified women to take positions in the academic and executive offices of academe. While women have more than doubled their numbers as CEO's since 1975, they still have a long way to go to reach equity.

Institutions of higher education need to ask: What strategies would be most effective in getting more young women to major in nontraditional fields? How can colleges and universities work collaboratively with other educational institutions in moving toward this goal?

Finally, the data clearly demonstrate an interest in education and achievement on the part of all women, yet women's share of leadership, economic rewards and a variety of professions remains unfulfilled.

RESOURCES

The American Council on Education (ACE) has several programs that seek to increase the number of women and minorities in leadership positions.

1 The Office of Women in Higher Education manages the ACE National Identification Program, which was established in 1977. Through the use of state-based networks, women administrators become known to one another and to prominent educational leaders. A major component of the program is the ACE National Forums, which are invitational meetings held twice a year. The Forums serve as a mechanism for identifying and promoting women into senior level positions. Several of the women who have attended the forums have subsequently become presidents of higher education institutions. For further information, contact Donna Shavlik or Judy Touchton at (202) 939-9390.

In addition, the Office of Women recommended a number of steps institutions can take to meet more fully the needs of women students, staff and administrators in its 1989 book, *Educating the Majority: Women Challenge Tradition in Higher Education*. The final chapter of the book, "The New Agenda of Women for Higher Education," offered specific recommendations for colleges and universities to reshape themselves to improve the status of women on their campuses. Copies of the book are available for $27.95 each. To order contact: Oryx Press, 4041 North Central Avenue, Phoenix, AZ 85012-3397, (800)-279-6799.

2 ACE's Center for Leadership Development provides a forum for discussing leadership and leadership development, and sponsors programs for administrative and faculty leaders. The Center also manages the ACE Fellows Program, a year-long internship that prepares promising higher education leaders for senior administrative positions. The Fellows Program has made important contributions to the advancement of women and minorities into leadership positions. For further information contact Marlene Ross at (202) 939-9420.

3 ACE has also published *Leaders for a New Era: Strategies for Higher Education* (1988), edited by Madeleine Green. The publication is a guide for identifying, developing, and selecting leaders in relation to the changing nature of higher education. The articles in this book were written by several experts in leadership and leadership developing women, minorities and faculty as leaders, and developing leadership teams. In addition, there book evaluates national leadership development programs. To order contact: Oryx Press, 4041 North Central Avenue, Phoenix, AZ 85012-3397, (800)-279-6799.

4 The 1993 *Campus Trends* survey, conducted annually by ACE's Division of Policy Analysis and Research, will include a section on the status and representation of women in institutions of higher education. *Campus Trends* surveys college and university executives on academic and administrative practices, and the 1993 report will be available in July. Orders for the report must be prepaid, and the cost is $10 for ACE members, $13 for non-members. For more information, contact the Division of Policy Analysis and Research, American Council on Education, One Dupont Circle, Washington, DC 20036, (202) 939-9450.

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The Division of Policy Analysis and Research at the American Council on Education publishes the ACE Research Brief Series, a collection of short papers exploring timely and pertinent issues in higher education. Current topics include trends in liberal arts colleges, the status of women in higher education, and growth in the public sector. The series is published eight times a year and is available for $58 for one year, $106 for two years, or $149 for three years. ACE members receive a 10 percent discount.

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